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CLIMB Theatre presents
a teacher activity guide for....

Different and Same

Exploring Acceptance of Differences
for grades K-2



Activity guide by Lauren Diesch

About CLIMB Theatre:

CLIMB Theatre is the 2009 winner of the American Alliance of Theaters in Education's (AATE) prestigious Sara Spencer Artistic Achievement Award. AATE is a national association existing "to promote standards of excellence in theatre and theatre education." Only one other Minnesota theatre has ever received the Sara Spencer Award.

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Activity

Notes:

Popcorn:

Objective: To learn about similarities and differences

Set up: Open space

Directions:

1. Ask your students: *What happens to kernels of corn when they are heated in oil or in the microwave. (They pop!)*
2. Tell your students: *I need all of you to crouch on the floor like kernels of un-popped popcorn. When I say go, I need you all to jump in the air and say, "Pop!" Like this! Model this first to help the students understand. Go.*
3. Have your students crouch back down and say: *Now this time I am going to make a statement that begins with the phrase, "Pop if you..." If that statement is true for you, you will pop up like you just did. If not, you will stay right where you are. Let's practice. Pop if you are in Mr./Ms. _____'s class. Look around, everyone is popped up! That means it is true for all of you. Let's try it again. Everyone crouch down.*
4. Repeat as often as you want. Each time instruct the students to look around and see who else has popped up. Here are some samples statements :
 - Pop if you have a brother or sister.
 - Pop if you've ever been on a roller coaster.
 - Pop if your favorite flavor of ice cream is vanilla.
 - Pop if you have brown hair.
 - Pop if you have blue eyes.
 - Pop if you are not from [your state]

Debrief:

- *What did you have in common with other people?*
- *How many of you were surprised at what you had in common with someone else?*
- *How can you find out if you have something in common with someone else in your class without playing this game?*



Activity

Notes:

Lemons:

Objective: To introduce the concept of stereotyping and how generalizations influence thinking.

Materials: Enough lemons for each group to have one.

Directions:

1. Get class into groups of five.
2. Place all of the lemons on a table where everyone can see them.
3. Have the students list some characteristics of lemons (they're yellow, citrus, have seeds, etc.), which then are listed on the board.
4. Give each group one lemon.
5. Have each small group study its particular lemon. They're not allowed to write anything down, nor are they able to create their own "special marks" on the lemon. They just need to find characteristics that will help them to identify it later.
6. After about 30 seconds to one minute, collect all of the lemons and place them back on the table in random order.
7. One person from each group should come up to the table and pick out that group's lemon. This usually presents no problem; the lemons have become distinct and individual.

Debrief:

- *In that activity, you had to find your lemon after it was mixed up with the others. How did you do that?*
- *When are other times when things seem to be the same until you look a little closer?*
- *Sometimes people appear to be the same until you get to know them better? What are some questions you could ask someone to get to know them better?*



Activity

Notes:

The Line of Goodness

Objective: To demonstrate diversity by showing that people are different and are good at different things.

Materials: A scarf, rope or yardstick that can be used as a “line.”

Set up: A “line” placed on the floor with a few feet of clear space on either side.

Directions:

1. Ask for a volunteer to come up to the line. Instruct him/her to stand a few feet away from the line, facing it like a finish line in a race.
2. Say to the class: *It is Volunteer’s goal to cross to the other side. We are going to help Volunteer cross this line by giving him/her compliments or saying something that he/she is good at.*
3. To the volunteer: *Every time you hear a compliment, take one step closer to the Line.*
4. Keep encouraging compliments until the volunteer makes it over the line. This process can be repeated with as many students as are in the class.

Debrief:

- *How did it feel to give a compliment?*
- *How did it feel to get a compliment?*
- *Why is it important to tell other people nice things?*



Activity

Attitude Sculpture:

Objective: To explore how body language expresses different feelings:

Directions:

1. Explain: *Your words aren't the only things that send messages to others. Our bodies also say things. We can tell if someone is happy, sad, or mad just by how they look.*
2. Split the group into two halves. Say: *We're going to use our imaginations. Group one, I need you to pretend that you don't like group two. Pretend that they come from a different town, they dress different, and they look different from you. I want you to think of ways, without speaking, that you can show the other people that you don't like them. When I say "Go," I want you to show me that feeling, and then freeze, just like a statue. 'Go.'*
3. Have group two look at group one. Ask them: *What is group one showing us with their bodies? How do they feel? How can you tell they feel that way? Ask them then: How would you feel if someone looked at you like that? What would you do?*
4. Then add: *When I say 'go,' I want you to create a picture using your bodies that shows how you might feel about what you see. 'Go.'*
5. Have group one relax and look at group two. Ask group one how group two responded to the first set of statues. Have group two relax.
6. Say: *That time we saw what it looks like if you have a negative or bad attitude toward others. Let's try this again. This time, group two is going to start. We're still going to pretend that group one is very different and you don't know them very well. But this time, we are going to use our body to send a message that would be more accepting and friendly. When I say 'go,' show me your sculpture. 'Go'*
7. Ask group one: *How would you feel if someone looked at you like that? What would you do because of it?*
8. Have everyone relax. Then ask: *What was different the second time?*

Notes:



Resources

Notes:

The following is a list of books that help to reinforce the topic of “acceptance of differences” for students in grades K-2:

Lester, Helen, and Lynn Munsinger. *Three Cheers for Tacky*. Boston: Houghton Mifflin, 1994. Print.

Mitchell, Lori. *Different Just like Me*. Watertown, MA: Charlesbridge, 1999. Print.

Seuss. *The Sneetches: And Other Stories*. New York: Random House, 1961. Print.

Thomas, Pat, and Lesley Harker. *Don't Call Me Special: A First Look At Disability*. [S.I.]: Barron's, 2001. Print.

Zobel, Nolan Allia., and Miki Sakamoto. *What I like about Me!* New York: Reader's Digest Children's, 2005. Print.

